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ABSTRACT

A description of the American Indian Bilingual Teacher Credential Program offered by Humboldt State University (California) provides background information on the linguistic groups served by the program. Accompanying the program descriptions are lists of lower and upper division requirements, descriptions of competency exam, program schedule, course descriptions, and student and fieldwork information and evaluation forms. The linguistic groups served include four tribes of northwestern California and southern Oregon--Hupa, Yurok, Karuk, and Tolowa. A map locates traditional tribal lands; charts provide recent population data and list public schools in the area with language of instruction and student population. Descriptions of ancestral languages and cultural characteristics emphasize basic similarities and differences of importance to education. A follow-up of 2 program graduates and data on 10 persons who have been in the program are included. (LFL)

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AMERICAN INDIAN

BILINGUAL EDUCATION

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HUPA, YUROK, KARUK, OR TOLOWA EMPHASIS

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MULTIPLE SUBJECTS

CREDENTIAL PROGRAM

INTEGRATION OF BILINGUAL EMPHASIS PROGRAM INTO UNIVERSITY CURRICULUM

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MARCH 1987

THE CENTER FOR COMMUNITY DEVELOPMENT

HUMBOLDT STATE UNIVERSITY

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The University and the American Indian Community

California State University, Humboldt, is uniquely suited to carry on an American Indian Bilingual Teacher Credential Program. It is one of the more stable units of the California State University and College system. It was founded as a teacher preparation institution to serve the north coast area of the state. This area includes the largest concentration of American Indian populations in the state; in a three county area, there are approximately 10,000 indigenous American Indians from four tribes who are living on or close to their ancestral homelands. (see chart on p. 2)

The University's commitment to serving its cross-cultural population has been demonstrated for the past twenty years. In the early 1960's, the Center for Community Development was founded as a department within Continuing Education, and funded to develop the American Indian communities through education. The most notable development to emerge was tribal language instruction by tribal teacher: Tribal teachers from the four local tribes of the Hupa, Yurok, Karuk, and Tolowa teach approximately 600 Indian children in eight selected public schools. (see chart on p. 2)

The commitment of the State of California toward education of the minority population in Northern California has been demonstrated in two states; (1) to confer upon the tribal teacher Eminence Teacher Credentials, awarded on the basis of their knowledge of their ancestral language and culture; (2) to institute a Bilingual Emphasis Teacher Credential Program at the University, for producing elementary school teachers with bilingual expertise in the languages of English and Hupa, Karuk, Yurok, or Tolowa. The University's Bilingual Emphasis Program has been in operation since 1981, and currently has enrolled 12 teacher education students, each knowledgeable in one of the four languages and tribal cultures.

An Overview of the Minority Population

The focus of the Bilingual Emphasis Program is community development through education. The American Indian communities constitute the largest minority in the University service area. There are significant populations in the five counties of Humboldt, Del Norte, Siskiyou, Trinity and Mendocino, where the native languages are the first languages of the people and where the languages predominate to the extent that the populations are in need of bilingual education. Currently, there is a need for 1,000 bilingual teachers in the five-county area. (Estimate derived from State survey identifying a need for 9,000 bilingual teachers in the State. (Dr. Gustavo Getner, California Commission on Teacher Credentialing, October, 1985.)

The four tribes of the Hupa, Karuk, Yurok, and Tolowa occupy land adjacent to each other. Although there are cultural similarities among them, particularly among the Hupa, Yurok, and Karuk, their languages are very different. These three languages belong to three distinct language families; although Hupa and Tolowa are classified in the same Athabaskan language family, these two languages are mutually intelligible for only the most sophisticated speakers.

Table I

MEMBERSHIP OF FOUR MAJOR TRIBAL POPULATIONS*

Tribe and County of Population	Tribal Membership
Hupa (Humboldt County)	*1,714
Karuk (Humboldt, Siskiyou Counties)	**3,871
Yurok (Humboldt, Del Norte Counties)	***4,728
Tolowa (Del Norte County)	*525
Total	10,838

* Population Counts supplied by Ruth Chess, Tribal Operations, BIA, Hoopa Agency, 1981, **U.S. Forest Service Source, Klamath National Forest, 1981. ***Jesse Short Roll, Yurok Tribal Census, 1985. (Actual populations may be higher since not all Indian people report themselves as Indian.)

Ta le II

DESIGNATED PUBLIC SCHOOLS IN AMERICAN INDIAN COMMUNITIES

Public Schools	Language of Instruction	Student Population Served By Bilingual Education
Klamath-Trinity Unified School District		
Hoopa Elementary	Hupa/English	413
Jack Norton Elementary	Yurok/English	41
Weitchpec Elementary	Yurok/English	59
Orleans Elementary	Karuk/English	19
Del Norte Unified School District		
Sunset Continuation	Tolowa/English	23
Happy Camp Unified School District		
Happy Camp Elementary	Karuk/English	17
	Total	572

The community development focus of the Bilingual Program has led to the development of a teacher training program that will develop bilingual curriculum, teach methods of bilingual instruction, and produce bilingual teachers. In this way, the language needs of the bilingual population are recognized by the University, and American Indian people are given the opportunity to seek higher education in teaching in areas where there is a community need. The fact that the Center for Community Development has focused on language teaching has been the key to its success, as well as an indication of the interest in maintaining tribal languages in local communities.

Ancestral Languages

Whereas Hupa and Tolowa are Athabaskan languages, Karuk is a Hokan language, and Yurok is an Algonquin language. The Karuk are believed to be the oldest occupants of the area; Hokan languages are considered the oldest in California, and are localized to California and Northern Mexico. Algonquin languages are spoken in the western states, in the midwestern woodlands and in the northwest, as well as in Western Canada. Athabaskan languages are spoken throughout the interior of Alaska and the interior of Northwestern Canada, in Southern Oregon, Northern California and in the southwest states. The map on page ii shows the territories of the four tribes.

Even though their languages are different, the Hupa, Yurok, and Karuk traditionally live very similar lifestyles and engage in intertribal activities. All three tribes celebrate a Brush Dance in the summer, for example, where members of all of the tribes participate, particularly male singers and dancers. It is customary for dancers to carry on dancing all night, at intervals; and it is customary for tribes to exchange dance sessions. In a Hupa Brush Dance, a Karuk contingent might dance; then after a suitable interval, a Yurok contingent, and finally, a Hupa group. The dress of the dancers, their songs, are uniquely their own, but recognizably similar. The primary characteristics of the dance, with the role of the medicine woman, her helper, the sick child, as well as the composition of dancers, is the same for all four tribes.

Another fact about the languages of the four tribes is that they are very different from English. In fact, each may be considered more different from English than from the other. Certainly, Hupa and Tolowa, being Athabaskan languages, share many similarities. These two languages share regular, consistent correspondences in their sound systems and in their structure. Some words have a similar spelling, and identical meanings, whereas some words with similar spellings mean different things. Compare some of the words in Hupa and Tolowa, on the next page:

COMPARATIVE ATHABASKAN TERMS		
English	Hupa	Tolowa
Salmon, fish	BOK	BOK
Stellar's jay		GIT'C-T'CA
Redtail hawk	K+T-TCÁ	
Whale	TÉ-LON'	TÉ-LON'
I am going	TEC-DI-YÓ-TE	TE-CÉ-YO
I am going back	NO-TÉC-DI-YO-TE	TE-CÚC-JO

Notice that in one instance, a Tolowa word, "TE-LON" is identical in spelling and in meaning to a Hupa word; in another, the two words are similar in spelling, but refer to different meanings. Hupa "-K+T-TCA" means "redtail hawk" whereas the word "GIT'C-TCA" in Tolowa refers to a Stellar's jay. Verb relationships exist also; in the above example, the stem "TE" appears in all four forms near the word's beginning, although other syllables differ. The degree of difference between either of these languages and Yurok or karuk is much greater; similarities exist only on a general level. All four languages contain verbs that undergo many changes. Changes in verb structure indicate changes in pronoun, tense, aspect, as well as the adverbial concepts "when," "already," "repeat or return," and "about to." This is a characteristic that distinguishes them from English, where these changes are indicated by separate words, rather than by changes in verb structure.

This distinction has been often noted by linguists, who have created two terms to distinguish traits. The English language is "an inflecting language," because stems are modified solely according to a limited number of grammatical categories, such as tense. American Indian languages, in contrast, are "polysynthetic languages" because a large number of ideas are expressed through changes in verb structure, so that it is accurate to say that one verb form may express a complex of ideas, and further, that changes in grammatical form bring about changes in concepts that the sentence is expressing.[1]

When these tribes were discovered by Europeans, everyone spoke one of the four "ancestral languages," and it was not uncommon for an individual to speak two or more. Husbands and wives frequently married across tribes, and each learned the language of the other, or the more dominant mate learned the language of the other. Ceremonial leaders commonly knew all three languages since they conversed with members of the other tribes when

1. Franz Boas, Introduction, Handbook of American Indian Languages, University of Nebraska Press, Lincoln, Neb., 1966, p. 70.

conducting business associated with the ceremonial dances. Trading across tribes was also practiced, and traders had to know enough of the other language to make deals.

American Indian and Education

We have characterized the structure of the languages spoken by these tribes. Another significant fact about the languages is that, they are rich in communicative systems, with traditions of oral literature and other language traditions that involve imagery, metaphor, and other complexities reflecting symbolic thought. In traditional American Indian culture, one of the primary functions of the creative language was to educate the young. Children were taught stories so that they would develop norms for social behavior. They were told riddles to sharpen their senses. They learned to sing songs they would only hear once a year, when they were sung during a ceremony, thus developing memory.

The impact of European contact has been to diminish the number of speakers of these languages, as well as to deprive the people of their cultural traditions. In the nineteenth century, a concerted effort to influence and change California Indian culture began in the form of missionization, and government activity. A merciless cultural chauvinism ignored the traditional forms of Indian education by which tribal people trained their children to take their adult roles in society. Schools actively discouraged children from speaking punishments to isolate individual offenders.[2]

Bilingual Program Requirements

The European-American educational system created conflict and unease in the people. The belief that the tribal people's customs, beliefs and language were inferior to the European necessitated that the people learn another set of attitudes, tradition, and language, under the added burden of duress by a dominant culture. Whereas today most of the people speak English as a first language, ceremonies are maintained as well as other traditional customs in the tribal language. In addition, there are subtle and negative feelings toward the English language that permeates the communities. Members of the tribe may no longer regularly speak the old language, but they do not feel comfortable with English either, so that they carry with them a feeling of loss and isolation. These feelings are translated into disinterest with school, and Anglo teachers are often at a loss to explain why Indian children do not participate more, or why they drop out of school.

In general, a teacher education program is needed to prepare teachers for the American Indian communities, and similar communities with other minority population. A teacher can teach students how to function in mainstream society without forcing them to give up their own identity. Teachers can learn how to convey a positive attitude toward the child's cultural identity and develop the child's self-respect, confidence, and his interest in public schools education.

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2. C. Thompson, Athabaskan Languages and the Schools, Alaska Department of Education, 1984, p. 30.

The requirements of the Program reflect the needs of the above communities, and in addition, reflect the requirements of state and University educators who are concerned that teachers are adequately prepared in all academic areas. This dual nature of the Program makes it rigorous and a challenge for the brightest and best students; the course sequence students are required to follow is diagrammed in Table III.

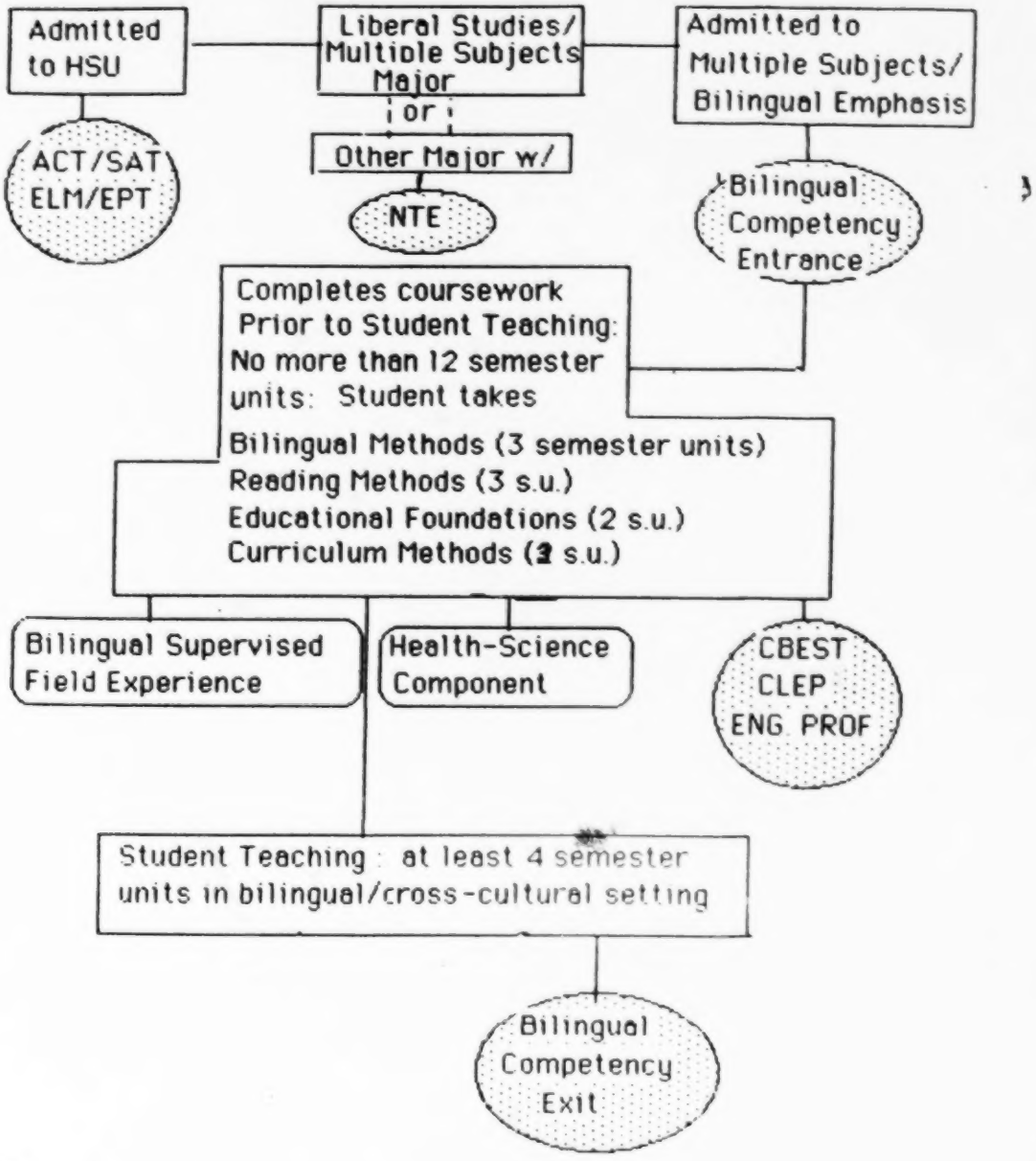
A student interested in obtaining a Bilingual Emphasis Credential would follow a sequence of steps that begins with admission to Humboldt State University. The student then obtains an undergraduate degree. If the student does not have a Liberal Studies degree, s/he takes the National Teachers Examination; if s/he does have a Liberal Studies degree, s/he applies to the Multiple Subjects Credential program with a Bilingual Emphasis in one of four languages: Hupa, Yurok, Karuk, or Tolowa.

The student then proceeds through the established phases of the teacher education program: The Exploratory Quarter; Experimental Quarter; Half Day Student Teaching; then Full Day Student Teaching. The Bilingual Emphasis is integrated into the regular Multiple Subjects Program. Bilingual students take Bilingual Supervised Field Experience in place of the non-bilingual sections. Students also take one half of their full day student teaching in a bilingual setting.

Finally, bilingual students take the CBEST and other required tests; and at the end of their training, students must demonstrate competence by passing the Bilingual Competence Text - Exit Phase.

* A sample student schedule for an academic year is included in Appendix A.

SEQUENCE FOR COURSE OF STUDY: Multiple Subjects with Bilingual/Cross Cultural Emphasis in Hupa, Yurok, Karuk, or Tolowa


Admitted to HSU
Liberal Studies/ Multiple Subjects Major
or
Other Major w/
NTE
Admitted to Multiple Subjects/ Bilingual Emphasis
ACT/SAT ELM/EPT
Bilingual Competency Entrance
Completes coursework Prior to Student Teaching: No more than 12 semester units: Student takes
Bilingual Methods (3 semester units)
Reading Methods (3 s.u.)
Educational Foundations (2 s.u.)
Curriculum Methods (3 s.u.)
Bilingual Supervised Field Experience
Health-Science Component
CBEST CLEP ENG PROF
Student Teaching : at least 4 semester units in bilingual/cross-cultural setting
Bilingual Competency Exit

= required tests

= admissions, course, and graduation requirements

UPPER DIVISION REQUIREMENTS:

ART 319, Art Structure _____
BSS 486, Capstone Behavioral and Social Sciences _____
CAH 310, Direct Experience with Children-Seminar (1 unit) _____
ECONOMICS 420, Development of Economic Concepts _____
EDUCATION 401/402, Selected Topics (4 units total) _____
ENGLISH 323, Children's Literature _____
ENGLISH 326, Phonetics and Morphology _____
ENGLISH 327, Syntax _____
ENGLISH 424, Communication in Writing I _____
GEOGRAPHY 470, Topics in Geography for Teachers _____
MUSIC 312/313, Musicianship _____
NATURAL SCIENCE and MATHEMATICS -- 3 units upper division
General Education (see catalog page 75)
P.E. 488, Children's Dance _____
PHILOSOPHY 400, Philosophic Self-Examination/Integration _____
SCIENCE 331, Developing Concepts in Science Education _____
SOCIOLOGY 303, Race/Ethnic Relations (or Ethnic Studies course) _____
SPEECH 323, Oral Interpretation of Children's Literature _____
SPEECH 422, Communication Behavior in Early Childhood _____
THEATRE 422, Creative Drama _____

This Bachelor of Arts Degree satisfies the waiver program for students preparing for a Multiple Subjects Credential. The completion of the program also constitutes completion of the H.S.U. (and State of California) requirement of completion of General Education.

_____

*approved as an alternative requirement but <u>not</u> for General Education

/jbh revised 8/86.

UNDERGRADUATE REQUIREMENTS

HUMBOLDT STATE UNIVERSITY
MULTIPLE SUBJECTS ADVISING FORM

NAME_____ADDRESS_____

PHONE_____ADVISOR_____DATES SEEN BY ADV_____

LOWER DIVISION REQUIREMENTS:

ART -- Three-dimensional, one of the following:
- ART 109, Beginning Sculpture _____
- ART 280, Beginning Jewelry, Metals _____
- ART 290, Beginning Ceramics _____

BIOLOGY 104, General Biology _____
CAH 210, Direct Experience with Children (1 unit) _____
CRITICAL THINKING -- one of the following:
- CIS 100, Computers and Critical Thinking _____
- ENGLISH 101, Freshman Seminar _____
- PHILOSOPHY 100, Logic _____
- SOCIOLOGY 102, Principles and Practices of Research _____
- SPEECH 102, Introduction to Argumentation _____
- SPEECH 103, Critical Listening and Thinking _____
- SPEECH 111, Small Group Communication _____

ENGLISH 100, First Year Reading and Comprehension _____
ENGLISH 105, Introduction to Literature _____
HISTORY 110, U.S. History _____
MATH 107Y/Z, Mathematics for Elementary Educators _____
PHYSICAL UNIVERSE -- one of the following:
- GEOLOGY 108, The Dynamic Earth _____
- PHYSICAL SCIENCE 104/104L, Descriptive Astronomy/Lab _____
- PHYSICS 105, Conceptual Physics _____
- OCEANOGRAPHY 109, General Oceanography _____
- (CHEM 115, Chemistry and the Environment)* _____

POLI SCI 110, American Government _____
SPEECH 100, Fundamentals of Speech Communication _____

BILINGUAL COMPETENCY EXAM

The exam assesses oral and written knowledge of the target languages of Hupa, Yurok, Karuk, and Tolowa. The format of the exam has an oral and a written section testing level of communicative competency in the target language; it tests written discourse skills through a series of short essays section on topics about the target culture. The aim to test communicative competency is accomplished through a variety of tests:

ORAL

Translating vocabulary
Translating sentences in conversation
Reading passage from speech of contemporary tribal speakers

WRITTEN

Translating sentences in conversation
Identifying verb forms, syntactical patterns, pronouns, adjectives, phrases

Education Department
Humboldt State University
November 21, 1985
Ruth Bennett, Bilingual Emphasis Program Director

PROPOSED MULTIPLE SUBJECTS
BILINGUAL EMPHASIS PROGRAM SCHEDULE
Hupa, Yurok, Karuk, and Tolowa

Fall Semester (16 weeks)

Phase 1 (8 weeks)

A. Ed 720 Educational Foundations: the Pupil & the School.....2 s.h.
B. Ed Methods and materials:.....6 s.h.
Ed 722 Reading Methods (3 s.h.)
Ed 723 Curriculum Methods Math/Science, Language/ Studies (3 s.h.)

C. Ed 751 Bilingual Fieldwork in Elementary School
Off campus lab.....5 hrs/week.....1 s.h.
4 supervision visits by bilingual supervisor
Total Phase 1.....9 s.h.

Phase 2 (8 weeks)

A. Foundations:.....continues
B. Methods and materials....continues
C. Fieldwork.....continues
4 supervision visits by bilingual supervisor
Total Phase 2.....9 s.h. (same units as counted above)

Fall Semester Final Exams (1 week)

Spring Semester (16 weeks)

Phase 3 (8 weeks)

A. Ed 727 Teaching Bilingual Education.....2 s.h.
B. Ed 752 Bilingual Student Teaching in Elementary School
Second level exper.....2 s.h.
Total Phase 3.....4 s.h.

Phase 4 (8 weeks)

A. Ed 727 Bilingual Education.....continues
B. Ed 753 Bilingual Student Teaching:
Total Phase 4.....3 s.h.

Spring Semester Final Exams (1 week)

Phase 5 (16 weeks)

Phase 5 (16 weeks)
B. Ed 756 Bilingual Student Teaching.....5 s.h.

Fall Semester Final Exams (1 week)

Fall Semester Totals.....9 s.h.
Spring Semester Totals.....7 s.h.
Fall Semester.....7 s.h.

Total.....23 s.h.

Mandatory Courses for Clear Credential:
H.Ed 405 School Health Programs, 2 s.h.
P.E. 475, Elementary School P.E., 2 s.h.
Ed 774, Education of Exceptional Child, 2 s.h.
Ed 775, Working with Handicapped Child, 2 s.h.

Competency Categories for Multiple Subjects Program: Bilingual Emphasis

1. Planning and implementing curriculum and instructional program
2. Planning and implementing classroom management strategies
3. Motivating and instructing
4. Measuring, evaluating, and reporting pupil progress
5. Performing as a professional

All CTC competencies fit into these five categories
(See competencies and course objectives matrix for details)

Course titles and descriptions are in HSU Catalog for 1986-87

TEACHER EDUCATION
Humboldt State University
Multiple Subjects/Bilingual Emphasis: Clear Credential

Name:_____Date:_____

Street Address:_____Phone:_____

City/State/Zip_____

B.A. Conferred:_____

Please show semester and year beside each course that was taken <u>following</u> graduation. If any of the mandatory courses were taken before graduation, indicate semester and year, but these courses will <u>not</u> apply to required 30 units.

MANDATORY COURSES

_____	H.Ed. 405	School Health Programs	2 sem. units
_____	P.E. 475	Elementary School P.E.	2 sem. units
_____	Ed. 774	Education of Exceptional Child	2 sem. units
_____	Ed. 775	Working with Handicapped Child	3 sem. units

PROFESSIONAL PRACTICE PROGRAM

_____	Ed. 720	Educational Foundations	2 sem. hrs.
_____	Ed. 722	Rdg. Meth. & Mtls. for Elem.	3 sem. hrs.
_____	Ed. 723	Curr. Meth. & Mtls. for Elem.	3 sem. hrs.
_____	Ed. 728	Bilingual Methods	3 sem. hrs.
_____	Ed. 751	Observation in Elem. School	1 sem. hr.
_____	Ed. 752	Student Teaching Elem.: A	2 sem. hrs.
_____	ED. 753	Student Teaching Elem.: B	4 sem. hrs.
_____	Ed. 755	Student Teaching Elem.: C	6 sem. hrs.

Others if necessary

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
		TOTAL UNITS (30 sem. minimum)	_____

SIGNATURES

Advisor _____ Date _____

Bilingual Coord. _____ Date _____

Education Department Chair _____ Date _____

Dean, _____ Date _____
College of Health, Educ. and Prof. Studies

9/86

REQUIRED COURSES: BILINGUAL METHODS

SYLLABUS: Teaching Bilingual Education (2 s.u.)

Instructor: Dr. Ruth Bennett

The course offers instruction in developing and implementing teaching approaches for first and second languages aimed at helping Native American students acquire English language proficiency. The Native languages of Hupa, Yurok, Karuk, and Tolowa are offered as the languages of instruction.

The course emphasizes effective teaching in bilingual education, and covers the following issues: (1) Definitions of Bilingual Programs, such as Transitional Bilingual Programs; (2) Bilingual Education and content areas; (3) Evaluating the effectiveness of Bilingual Education Programs in terms of school participation, changes in attitudes, and improving the quality of life; (4) Issues Related to Language Learning: Language transfer, Developing Thinking Skills, Relationships between language and thought, Relationships between language and culture.

The time spent on each of the above issues will be determined by the interests and prior experience of the class participants.

There will be two papers assigned in the course; the first will be due the seventh week of the quarter, and the second will be due the 14th week of the quarter. The first paper will be written in English, and will consist of a critique on one of the readings in relationship to a major issue in the course. The second paper will set forth a method of instruction utilizing a bilingual approach with English and Hupa, Yurok, Karuk, or Tolowa.

Reading Assignments

R. Bennett, Hoopa Children's Storytelling, PhD Dissertation, University of California, Berkeley, Ca. 1979.

R. Bennett, Cooperative Learning with a Microcomputer, National Clearinghouse for Bilingual Education, Center for Applied Linguistics, Washington, D.C., in preparation.

S. T. Boggs, The Meaning of Questions and Narratives in Hawaiian Children, in C. Cazden, V. Johns, D. Hymes, Functions of Language in the Classroom, Waveland Press, Prospect Heights, Ill., 1985, 299-330.

C. Cazden, V. Johns, and D. Hymes, Functions of Language in the Classroom, Waveland Press, Prospect Heights, Ill., 1985.

H. Dulay and M. K. Burt, Natural sequences in child second language acquisition. Language Learning 24: 37-53, 1974.

S. Ervin-Tripp, Is Second Language Learning Like the First, Language Acquisition and Communicative Choice, ed. Answer S. Dil. Stanford: Stanford Univ. Press, 1973.

S. Ervin-Tripp & C. Mitchell-Kernan, eds., Child Discourse, Academic Press, New York, 1977.

K. Hakuta, Mirror of Language, The Debate on Bilingualism, Basic Books, New York, 1986.

V.P. John, Styles of Learning--Styles of Teaching: Reflections on the Education of Navajo Children, and R.V. Dumont, Jr., Learning English and How to be Silent: Studies in Sioux and Cherokee Classrooms, in C. Cazden, V. John Dymes, Functions of Language in the Classroom, Teachers College Press, Columbia University, 1972.

D.W. Johnson and R. Johnson, Effects of cooperative and individualistic learning experiences on interethnic interaction, Journal of Educational Psychology, 1981, 73, 444-449.

Spencer Kagan, Cooperative Learning and Sociocultural Factors in Schooling, in Beyond Schooling: Social and Cultural Factors in Schooling Language Minority Students, EDAC, Los Angeles, Ca., 1986.

W.F. Leopold, Speech development of a bilingual child: A linguist's record. Vol. 3, Grammar and General Problems, Northwestern University Press, 1949.

S. Philips, Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom, in Cazden, John & Hymes.

K. Watson-Gegeo & S. Boggs, From Verbal Play to Talk Story: The Role of Routines in Speech Events among Hawaiian Children, in S. Ervin-Tripp & C. Mitchell-Kernan, Child Discourse, Academic Press, 1977.

T. Weeks, Speech registers in young children. In Papers and reports on child language development, no. 1. Stanford University, Committee on Linguistics, pp. 22-42, 1970.

REQUIRED COURSES: BILINGUAL/SPECIAL EDUCATION METHODS (Ed 728)

Instructor: Dr. Ruth Bennett

This course develops understanding the nature of special education for bilingual American Indian students, and provides therapeutic teaching techniques for the learning handicapped.
The tribes and languages of the Hupa, Yurok, Karuk, and Tolowa are the focus of instruction.

INSTRUCTIONAL OBJECTIVES:

The course emphasizes
1) literacy training: reading and writing in English and in the native language
2) developing math skills: word problems based on real cultural experiences
3) Assessment procedures: understanding cultural differences vs. communicative disorder
4) parent involvement: parents as advisors, parents as participants, parents as helpers

READING ASSIGNMENTS:

Reading assignments will be taken from the following texts:

Orlando L. Taylor, ed., Nature of Communication Disorders in Culturally and Linguistically Diverse Populations. College Hill Press, San Diego, Ca., 1986.

Orlando L. Taylor, ed., Treatment of Communication Disorders in Culturally and Linguistically Diverse Populations. College Hill Press, San Diego, Ca., 1986.

D. P. Hallahan & J.M. Kauffman, Exceptional Children, Prentice-Hall, Englewood Cliffs, N.J., 1982.

R.D. Kneedler, Special Education for Today. Prentice-Hall, Englewood Cliffs, N.J., 1984.

Books for Parents:

S. Willoughby, et al. Real Math, Open Court, LaSalle, Ill. 1981.

Open Court Reading Series, Open Court, Lasalle, Ill., 1982.

Bilingual Emphasis Program Readers and Workbooks, Bilingual Emphasis Program, HSU, Arcata, Ca., 1986.

WRITING ASSIGNMENTS:

There is one paper due the last course meeting; field trips to public school bilingual designated field sites for special education are optional.

Ed 722 READING METHODS AND MATERIALS FOR THE ELEMENTARY SCHOOL
DR. JEAN KIDDER
FALL, 1986
OFFICE: Rm. 205, HGH X3720

READINGS:

May, F. Reading as Communication: An Interactive Approach
Rinsky, Teaching Word Attack Skills
Fry, E. The Reading Teacher's Book of Lists
Trelease, J. The Read-Aloud Handbook
More Fun with Dick & Jane

COURSE OBJECTIVES;

1. The learner will demonstrate understanding of the reading process.
2. The learner will demonstrate understanding of basic strategies for comprehension development.
3. The learner will implement basic strategies for vocabulary enhancement.
4. The learner will demonstrate mastery of basic phonics and structural analysis principles.
5. The learner will implement appropriate word attack strategies.
6. The learner will demonstrate understanding of reading skills applied in content areas.
7. The learner will increase his/her awareness of basic concepts underlying the instruction of ESL learners.
8. The learner will develop his ability to consider the whole child when planning reading lessons.

CLASS OUTLINE:

TOPIC	READINGS
What is reading?	Ch 1,2
Reading as interactive process	Pearson
Schema	
Comprehension	Ch 3
Vocabulary	Ch 4
Word Attack Strategies	Ch 5
Graphophonics	Rinsky
Structural Analysis	
Context clues	
Readiness/Language Development	Ch 6
Approaches	Ch 7-9
Language experience	
Literature/Individual Reading	
Basals	

Reading in Content Areas	Ch 11
Attitudes:	Ch 12
ESL	Ch 13
Management	Ch 14

EVALUATION OF STUDENT PERFORMANCE;
Students will be required to complete several assignments designed to meet the course competencies. Specific details for each assignment will be given prior to the due date. Performance will be evaluated on a point system.

A 170-162	B- 142-136
A- 161-158	C+ 135-133
B+ 157-150	C 132-119
B 149-143	C- 118-110

ASSIGNMENTS:

1. Experiential Learning		20 points
Written Report	December	
Oral Report-variable dates	Nov.,December	
2. The Reading Process	TT Sept. 23 MW Sept. 24	20 points
3. Comprehension/Vocabulary Lesson	TT Oct. 15 MW Oct. 15	25 points
4. Word attack lesson plan	November	25 points
5. Content Area DRA	December	25 points
6. Phonics Quiz	End of Oct.	Pass/fail
7. Final	TT 12:30 Dec. 16, 12:40 TT 3:00 Dec. 16, 3:00 MW 3:00 Dec. 19, 3:00	
8. Participation		15 points

Assignments are to be clearly written (i.e. complete sentences, correct punctuation and spelling). All papers must be typewritten or printed (manuscript) in ink. If you print, skip lines. Proofread!!

Papers will be accepted until the Friday past the due date without penalty. After that time, the grade will be reduced by 10%.

It is very important that you attend class!!

EDUC. 723: CURRICULUM, METHODS AND MATERIALS IN ELEMENTARY TEACHING

A study of the elementary school curriculum (math, science, social studies) and strategies for instruction, and evaluation of learning.

Instructor: Robert S. Elkins
Class Meets_____ Room_____
Text: Teaching Strategies A Guide to Better Instruction by Donal Orlich et. al.

CLASS MEETING	TOPIC	ASSIGNMENT	
1.	Teacher as Decision-Maker	pg. 1-16	
2.	Turning on kids to mathematics (Mental Health)	17-30	
3.	Deciding on Objectives	31-43	List of Affective Objs.
4.	Performance Objectives	44-59	List of Perf. Objs.
5.	Teaching Place Value in mathematics	60-78	
6.	Bloom's Taxonomy	79-93	
7.	Introduction to Evaluation (Pre-test/Post-tests)	94-106	Construct Pre-Test/ Post-Test for Place Value
8.	Teaching Problem-Solving (Ratio & Proportion, Per Cent)	107-122	
9.	Constructing Lesson Plans	123-143	Construct Lesson Plan for Place Value
10.	Micro-Teaching	144-160	
11.	Techniques for Questioning	171-174	Construct Pre-Test/ Post-Test: Problem Solving
12.	Working with Fractions	175-188	
13.	Teaching Division	189-200	Construct Lesson Plan for Problem Solving
14.	Group Discussions	201-212	
15.	Introduction to Teaching Social Sciences	213-222	Construct Pre-Test/ Post-Test Geography
16.	MID-TERM EXAMINATION		
17.	Multi-Text Approach to Teaching Social Science	223-237	Construct Lesson Plan Using Multi-Text Approach
18.	Grouping Procedures	237-250	
19.	Teaching History, Geography, Science using the MAGAZINE strategy	251-267	

20.	Magazine Approach Continued	268-278	Construct Magazine
21.	Teaching Civics Using the Model City Approach		
22.	Teaching Civics Using the Model Civics Approach Cont.	279-294	Construct Mag. Cont.
23.	Inquiry Method	295-307	
24.	Teaching About Maps	308-322	Construct Pre-Test Post-Test on Maps
25.	Using Computers in the Classroom	323-335	Construct Wall Map
26.	Classroom Management and Discipline	336-350	
27.	Reality Therapy	351-360	
28.	Behavior Modification	361-368	
29.	Presentations of Optional Papers	Optional Papers Due	

Directions for Optional Paper: Select one of the following topics:
A) Fostering Values; B) Fostering Morals; C) Improving Intelligence

1) Construct list of questions for yourself on topic.
2. Define Major Terms.
3. Discuss the position of two or more authorities in the field.
4. Discuss your strategies for obtaining your objectives (i.e., "Values," "Morals," etc.)
5. Describe in detail your plan for evaluation (i.e., your instrument for ascertaining to what extent your students have obtained your objectives....a pre-test/post test would be ideal.

All papers must be typed double spaced....Length approximately ten pages.

2

HUMBOLDT STATE UNIVERSITY
TEACHER EDUCATION PROGRAM

College Student_____

Quarter and Year_____

Evaluation of Fieldwork (Ed. 751) and Student Teaching (Ed. 752, 753, 755)

Cooperating Teacher_____ School_____

Grade or Subject_____ Quarter and Year_____

Check if Satisfactory

A. Communication
Has ability to communicate and respond to students and student needs
Establishes rapport with students

B. Interest and Initiative
Shows interest in subjects of curriculum being taught
Volunteers and gets involved with school related activities
Assists in classroom with appropriate guidance

C. Dependability
Regular and punctual attendance
Follows through on tasks and commitments

D. Cooperation
Ability to communicate and cooperate with teachers and other school personnel

E. Planning
Ability to plan a brief lesson or short series of lessons appropriate to specific learning needs of pupils

F. Teaching
Ability to teach effectively a lesson or short series of lessons that have been planned in advance

G. Application
Applies specific knowledge and skills from curriculum and methods courses in the classroom

Comments and Summary Recommendations

Recommend student's continuation in the Teacher Preparation Program (explained below)

Recommend student's continuation in the Teacher Preparation Program with reservations (explained below)

Do not recommend student's continuation in the Teacher Preparation Program (explained below)

Comments: (if additional space is needed, please use back)

HUMBOLDT STATE UNIVERSITY
TEACHERS EDUCATION OFFICE

DEFINITIONS AND DESCRIPTIONS

Additional Teaching Authorization - You may add additional teaching authorizations to your basic credential bypassing an NTE examination in another area, or by completing additional coursework. Passing the additional NTE examination will allow you to apply for another credential. Taking 15 upper division or 30 lower and/or upper division quarter units in one of the supplementary authorizations listed on California Administrative Code allows you to add a supplementary authorization to your basic credential. See Document #_____ or the Teacher Education Office, Room 202, Harry Griffith Hall, for current details.

Approved Waiver Program - Colleges and Universities in California submit programs to the California Commission on Teacher Credentialing (CTC) for approval in specific liberal studies (Science-Math, Social Science, Arts-Humanities and English). These approved programs serve as a waiver or substitute for an examination for subject-matter competency. A completed approved waiver program taken at any college or university in California may be transferred to Humboldt State University. To receive credit for such a program, the applicant must have a letter of verification sent to the Department of Education Credential Coordinator by an authorized person at the other institution.

Basic Credential Types

1. Single Subject Credential

This credential authorizes the holder to teach kindergarten, grades 1 through 12, or in classes for adults, one of the subject-matter categories: (a) English, (b) Physical Science, (c) Life Science, (d) Mathematics, (e) Social Studies, (f) Industrial Arts, (g) Physical Education, (h) Business, (i) Music, (j) Art, (k) Home Economics, (l) Foreign Languages, (m) Agriculture. Most teachers with single subjects authorization teach in junior and senior high schools.

2. Multiple Subjects Credential

This credential authorizes the holder to teach multiple subjects matter instruction in any self-contained classroom, kindergarten-grade 12.

3. Preliminary Teaching Credential

A student may complete the requirements for a preliminary Single or Multiple Subjects Credential within a standard 4 year college program. The preliminary credential is issued when the applicant has met all requirements of the law except a fifth academic year of study.

Clear Credential - After the preliminary credential, a student may earn the clear credential. Essentially, it requires a program of 30 semester units beyond the bachelor's degree and must include courses in health education and special education recommended by a university with a CTC approved

program. The university recommends the individual student for the credential to the CTC. Physical Education 475, Elementary School Physical Education is also required for Multiple Subjects recommendations by HSU. The approved fifth year of study program for a clear credential permits students to design a large portion of their own curriculum, in consultation with their advisor. Students must complete the following planning process during the first graduate semester of their credential program.

The program is signed by both student and advisor and then returned to the appropriate Credential Program Coordinator. (See Document _____.)

Certificate of Clearance - Students desiring to become teachers must apply to the Commission on Teacher Credentialing for a certificate of clearance and may not enter student teaching without clearance. This certificate states that the student has the necessary "personal and health qualifications" to receive a teaching credential. (See Document _____.)

Counseling - Advice and counseling come from different sources. Assistance related to admissions and field placement is provided from within the Teacher Education Office. Additional help may be obtained from the University supervisor and from advisors in the academic departments. Names of current advisors can be secured from the Teacher Education Office.

Credential Check - The credential analyst at HSU has lists of courses, requirements and fees necessary for applying for a credential. The student should initiate a credential check within the first four weeks of the semester s/he hopes to qualify. Applications may be obtained from the Teacher Education Office, or from the Office of Admissions and Records in Siemens Hall. (See Document _____.)

Fees and Deadlines - There will be fees and deadlines involved in your program. Some fees will be paid to testing agencies for the NTE and the CBEST, and others to the CTC. Fees and deadlines vary, so the student is advised to consult with the Teacher Education Office for current information.

Fieldwork Agreement - The student teacher and cooperating teacher in the local district agree to specific times when the student teacher will be at the placement site. These agreements are governed by the overall design of the CTC approved program and are kept on file in the Teacher Education Office. Any variation from an approved program design must be approved by the appropriate Program Coordinator. (See Document _____.)

Media - Any student doing fieldwork or student teaching in the Teacher Education Program is eligible to check out equipment from the HSU Instructional Development and Media Center, Room 215, Gist Hall. The Center has a list of the eligible students.

National Teacher Examination (NTE) - Students in possession of a bachelor's or higher degree may verify subject-matter competency by getting a passing score in the NTE General Knowledge Test. To take the National Teacher Examination (NTE) contact the University Testing Center, Room 237, Nelson Hall West (ext. 3611). Students planning to get a credential at HSU must

pass the NTE, or receive verification of subject-matter competency from an academic advisor at HSU to be admitted to the Professional Practice Program. Your test scores will be mailed to the Teacher Education Office six weeks after the exam, only if you request that they be sent there.

Professional File - Your professional file will be located in the HSU Career Development Center, but you must initiate this file during the second semester of your program. It may include letters of recommendation and evaluations related to your performance as a student teacher, as well as relevant biographical data.

Supervision of Student Teaching - During student teaching you will be supervised by a University faculty member. The cooperating teacher in the local school district and the University supervisor work together to help you become a competent professional. The university does not expect you to be an accomplished teacher during the First Semester, but does expect you to learn and to demonstrate the knowledge and skill necessary to perform as a full-time teacher. Your University supervisor will observe you at least eight (9) times a semester during the professional sequence. At the end of the period of student teaching, you will be evaluated on the quality of your performance. Usually, the University supervisor and the cooperating teacher prepare separate evaluations, however, they may agree to prepare a joint evaluation. The evaluation will be discussed with you and you will be asked to sign the evaluation form, although your signature does not mean that you agree with the evaluation. The original will be sent to your professional file in the Career Development Center and you, the cooperating teacher, and University supervisor may all have copies of the evaluation.

Termination of a Student's Candidacy - Teacher Education Program faculty or involved local school personnel may request the termination of a student's credential candidacy. Should that occur, a committee consisting of the student's academic advisor, the college supervisor, the program coordinator and the most recently involved cooperating teacher will determine whether the student may continue in the program and may advise and require remedial action to improve the candidate's likelihood of success in the program. In a case where the committee recommends that the candidate withdraw or be removed from the program, the student has the right to appeal the decision through normal University appeals procedures. (See Document ____.)

Need to write something about Prerequisite courses and Field Experience.

A Message to the Cooperating Teacher and the Student Teacher

First semester fieldwork is <u>not</u> student teaching. Virtually all students enter this semester with no prior professional training, and do not have the training necessary for large group instruction. The first semester is included in the program for the following purposes:

a. To provide students with field placements for the completion of assignments in concurrent University classes;

b. To provide students with opportunities to study and experience school and classroom settings;

c. To enable students to gain an appreciation of the rewards, disappointments and problems of teaching;

d. To allow students the opportunity to help with small group work on individual assignments;

e. To provide models of teaching excellence for observation;

f. To allow students the time to develop their own skills before taking on greater responsibilities during student teaching; and

g. To allow cooperating teachers and University personnel to evaluate and recommend individual students as candidates for admission to second semester student teaching.

THE PURPOSE OF FIELDWORK PLACEMENT IN SCHOOLS

The fieldwork placement program is designed to give participants an opportunity to:

1. Develop desirable personal characteristics and desirable relationships with others.
2. Develop poise and self-confidence in a classroom situation.
3. Use different materials and methods of instruction so as to make them competent in doing independent teaching.
4. Become competent in the areas of classroom management and student discipline.
5. Recognize and provide for individual differences in the classroom.
6. Improve participants' own professional competences and skills.
7. Identify and appraise their areas of particular competencies or deficiencies.
8. Evaluate student growth and the general objectives of the school program.

THE ROLE OF THE HSU PARTICIPANT AT A FIELDWORK SITE

As an HSU placement in the California public schools, you must be aware that you are a guest. The same professional standards that are used in judging the actions of a regular member of the teaching staff will be considered by the administration and the public in evaluating you in the school. The following requirements should be observed:

1. Be professionally ethical at all times.
   (a) Information from your observation and contacts with the school, teachers, and students should be held in the strictest confidence.
   (b) Be respectful and proud of your profession.
2. Be punctual in attendance.
   (a) Attend classes on schedule and as scheduled.
   (b) Notify your cooperating teacher prior to school time if you are unable to be in attendance (which should be very infrequently, 1-2 times per year).
3. Personal grooming and dress.
   (a) Be presentable. Dress, act, talk, and conduct yourself as a member of the teaching profession and adhere to the dress standards of your school.
   (b) Keep yourself free from odors on the body and breath.
   (c) Refrain from wearing inappropriate clothing, i.e. tight pants, short skirts, halter tops, tight sweaters or inappropriate clothing, i.e. sweat shirts, levis, etc. Check the dress code at your school.
4. Be prepared.
   (a) Thoughtful, preparation, and planning for any teaching activity is necessary.
   (b) Carry out all responsibilities to the best of your ability.
5. Maintain constructive discipline and a learning atmosphere.
   (a) Apply the principles of good classroom management.
   (b) Help students develop self-control or self-discipline.

6. Cultivate a clear, distinct voice, free of colloquialisms.
   (a) Develop the use of correct expressions.
   (b) Speak slowly, clearly and distinctly, and avoid the use of "Uh," "Ain't" and "Yeah."
7. Observations:
   (a) Be aware of the teachers' objectives, plans, and methods used.
   (b) Become acquainted with the students, learn their names, their characteristics and individual differences.
   (c) Focus upon finding ways of providing for individual differences.
   (d) Attempt to note techniques of motivation.
   (e) Acquaint yourself with the organization and regulations of the school.
8. Have frequent conferences with your master teacher and HSU supervisor.
9. The master teacher is legally responsible for the instruction of the participant assigned to him/her. You will be sharing with the supervising teacher the students assigned to him/her, his/her room, his/her philosophy, and his/her educational experiences. These should be respected by you.
10. In the school and the classroom, display a sincere willingness to learn.
    (a) Cooperate with the supervising teacher, administration and staff.
    (b) Have initiative, offer to do, rather than wait to be asked.
    (c) Be pleasant. Leave a good impression. Remember there are others who will follow you.

Teacher Education Office
July, 1986

FIRST SEMESTER FIELDWORK ACTIVITIES

Listed below are recommended activities and areas of exploration that facilitate evaluation of a student's potential for teaching:

1. Students and cooperating teacher should establish a regular schedule through the fieldwork agreement.

2. Students should observe unique learning patterns of individual pupils.

3. Students should observe small group interaction patterns within the classroom.

4. Students should observe student interaction on the playground or in the halls during recess periods.

5. Students should become familiar with the rules and regulations of the classroom and the school.

6. Students should become familiar with the school's special education program.

7. Students should assist individual students in the learning process.

8. Students should <u>assist</u> the cooperating teacher in the preparation and presentation of a lesson.

9. Students should become familiar with the scope of the subject matter covered in the curriculum.

10. Students should become familiar with grading policies and procedures practiced by the cooperating teacher.

CLASSROOM OBSERVATION OUTLINE - MULTIPLE SUBJECTS

During your **minimum** one week observation period in each of your two (2 weeks) assignments, become familiar with the following and record responses in your log:

1. School Handbook
   a. General procedures
   b. Discipline policies
      (1) District
      (2) School
      (3) Master teacher/class rules

2. Course outlines, textbooks, materials available

3. Resource Center, Media Center, Library

4. Records procedures
   a. Attendance? Tardies?
   b. Grading
   c. What other records is the teacher responsible for?

5. Audiovisual procedures
   a. Where are materials and equipment located?
   b. What are procedures for checking out and in?

6. School calendar
   a. What are regular teacher hours?
   b. What are the school holidays?

7. Master Teacher's Lesson Plan Book - Daily Schedule

Observe your master teachers:

1. Instructional techniques
   a. How do they motivate students?
   b. What varied instructional techniques and materials do they use?
   c. How are bulletin boards used to stimulate student interests?

2. Classroom management
   a. Opening and closing procedures
   b. How are materials distributed? Collected?
   c. How does the teacher get students' attention?
   d. What does he/she do with unattentive students?
   e. How does the teacher handle absences/tardies?
   f. How are behavior problems handled?
   g. How are students assigned to groups? For reading? Math? Other?

3. Assignments
   a. How are late assignments handled?
   b. What type of assignments are given?
      (1) textbook, research papers, outside reading, etc.?

4. Check grading procedures of each master teacher

MULTIPLE SUBJECTS

FIRST WEEK IN THE CLASSROOM

The school classroom is a complex structure which has been established before you arrive. There are many operations helpful when you understand their purpose. Following is a list of questions to ask yourself. If you do not know the answer(s), it will be helpful to you, the students and the cooperating teacher to acquaint yourself with the daily routine.

1. Who turns on the lights and prepared the room for the day's instructions and activities?
2. When is the teacher required to be in the room?
3. When is a certificated employee required to be in the building?
4. When does the first child arrive?
5. When are the students allowed to arrive at school?
6. What are the students allowed to do when they arrive?
7. What are they allowed to enter the building?
8. Once a student enters the classroom, may s/he leave? If so, for what reason?
9. When does school formally start?
10. What part does the teacher play in the opening exercises?
11. What part does the student play?
12. What is the general atmosphere of classroom control?
13. What are the students allowed to do during the instructional period?
14. When may a student sharpen his/her pencil?
15. When may a child leave the room? For what purpose may he leave?
16. What are the school regulations regarding recess and organized play?
17. When is the recess period?
18. What may a student do during recess?
19. What are the limits of the school grounds?
20. Do all students have to go out if the class does?
21. What arrangements are made for students who do not go out?
22. When is the lunch period? Is it open or closed?
23. What pattern of lunch program control is established as school policy?
24. If you have lunch duty, what are the duties?
25. Where may the children go after lunch? When may they go? Who is in charge?
26. What is the general practice for student activities if the lunch period is inside?
27. What are the regulations regarding teacher's dismissal of students?
28. Where may students wait for parents? bus?
29. Who is the nurse; what is her schedule; where is her office; how can she be located when not in the building?
30. Who is the school secretary? What are the regulations regarding the use of secretarial help?
31. By whom may a child be taken from school? What is the school policy?
32. What is school policy for giving information about a student?
33. Who is the custodian? Who may use his services?
34. What are the fire drill procedures?
35. What are assembly procedures?
36. What are minimum day procedures?

FOLLOW-UP OF GRADUATES

KAY O'ROURKE IMONG

Kay received a Bilingual Emphasis Credential/Yurok, and has begun teaching at Pecwan School, and substitutes throughout the Klamath-Trinity Unified School District. She is working on Bilingual Reading Series and Teacher's Manual for the Bilingual Emphasis Program.

RUDY IMONG

After receiving a Single Subjects Credential from HSU, Rudy is Coordinator of the Drop-Out Program for the State of California coordinated through the Klamath-Trinity Unified School District. He is working with the HSU Bilingual Program Director in developing a Bilingual Science Learning Center for the District.

DATA COLLECTED IN 1986 ON PERSONS WHO HAVE BEEN IN THE BILINGUAL EMPHASIS PROGRAM AND WHO ARE ON LEAVE OR HAVE RESIGNED

CAROLYN RISLING SHAW

Lynn is teaching at Glen Paul School and works with special education children in the primary grades. Lynn finds the school to be receptive to lessons incorporating our Indian culture. She has taught Karuk language and culture at schools throughout Humboldt County, Dows Prairie and others. She has done beautiful, sensitive drawings of many aspects of nature from the Karuk point of view. In the summers, Lynn can be seen teaching her cultural skills, basketmaking, beadmaking, and others, to children in the JOM Program in Arcata.

NANCY RICHARDSON RILEY

Nancy is Coordinator of the Indian Child Welfare Program in Trinidad. She uses her training in writing skills, as well as in language and cultural knowledge in her position. In each issue, she puts out a newsletter that includes a Karuk story in Unifon. She incorporates many beliefs and values from Karuk culture into the stories and articles throughout the newsletter. In her spacious office, she also maintains a display of the latest curriculum developed by the Curriculum Specialists at the Center for Community Development at Humboldt State University.

CHARLEY BURNS

Charley is very active in the art profession, having several shows in California, running concurrently. Charley is also heading for a national reputation, and feels that his art is developing increasing depth and intensity. He uses feelings, images, and other conscious associations that center in the Yurok world, in his work, combining natural landscapes with the geometric forms in Yurok artistic designs. His Yurok language training makes an appearance in some of the titles of drawings and paintings, when they have Yurok Unifon titles.

BARBARA REDNER

Barbara is working on a Masters Degree in Counseling/Psychology leading to a Marriage, Family & Child Counselor license through International College in Los Angeles. Barbara has recently moved to Bishop with her daughter Trina and is working for the Family Services Department of the Toiyabe Indian Health Project as a counselor out of the Coleville Camp Antelope Clinic. Barbara works with individuals and groups of all ages. She is the ICW worker, drug & alcohol abuse counselor, marriage, family and child counselor. Barbara uses her bilingual training extensively in understanding her counselees.

PAMELA ROSE RISLING

Pamela has worked as Program Manager, Announcer, and DJ, for KIDE, the Indian Radio Station in Hoopa, California, and for KQED Television in Eureka. She had the opportunity to create Hupa language and culture

programs for the radio, and aired a session on the Hupa Whitedeer Skin Dance. While at KQED, Pam did a program on some Hupa bilingual elders in their home and work environments in the Hoopa Valley. She plans to continue her work in Hupa language employing her computer skills in editing a bilingual newsletter.

ELLEN POITRAS

Ellen is living in Roseville near Sacramento and devoting her time to her art and her beautiful daughter, Winona. She is continuing to practice her excellent artistic skills in the areas of beadwork and quiltmaking, displaying her training in Indian culture through the designs and careful craftsmanship of her quilts and jewelry.

TAMERA HOSTLER McNEIL

Between taking are of her infant son and her house in Pecwan, Tamera stays busy in an Indian environment. She keeps up her interest in Hupa language and culture through reading the latest books from our Curriculum staff.

GEORGE BLAKE

George continues to combine teaching, art, art salesmanship, and trading, and to blend different media in his art as a way of expressing his very unique Hupa/Yurok vision. He has taught classes in boatmaking, netmaking, bow and arrow making, for the Klamath-Trinity Unified School District. His ceramic art, woodworking art, and the high degree of skills with which he creates traditional Yurok art products reveals the maturity that has resulted from long years of training.

GREG MOORE

Greg is living near Boston, Massachusetts, using his diesel engineering training in a diesel truck business. Greg now has two children, and uses his training in Yurok language in his role as parent/teacher.

RICHARD MYERS

Richard lives in Chinook, Oregon, where he is studying more about fisheries. His interest in Indian language enables him to maintain a Yurok perspective in his studies. He also is able to teach Yurok language informally to his children, and he organizes Indian cultural activities such as the Indian stick game.